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### Special Education & Communication Disorders Collection Development Policy Statement

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## **Special Education & Communication Disorders Collection Development Policy Statement**

University Libraries, University of Nebraska – Lincoln

Rebecca Bernthal, Liaison Librarian, November 2009

Approved: CDC, December 16, 2009

### **I. GENERAL ACADEMIC PROGRAM INFORMATION**

The Department of Special Education and Communication Disorders is part of the College of Education and Human Sciences. The department is housed in the Barkley Memorial Center, named in memory of William E and Edna M. Barkley, and is located on the East Campus of the University of Nebraska – Lincoln. The Barkleys established a trust to support making the University of Nebraska-Lincoln a center for the preparation of teachers and other professionals to educate children and adults with speech and hearing disabilities. Money from the trust funded construction of the original building in 1976 and the three additions in 1986, 2001, and 2009.

The center houses the departmental faculty and staff and classroom and lab spaces. The department offers teacher endorsements/certification preparation programs for the teaching of individuals with special needs. Students in Communication Disorders are prepared to assist individuals with speech, language, and hearing impairments.

As part of the speech language pathology and audiology programs, the Department provides assessment and clinical services to individuals with communication disorders. A test file and a materials (toy and realia) library also support the work of the department. There are two clinics in the Barkley Center that are run by the department: the Speech-Language Clinic associated with the Speech-Language program, and the Hearing, Dizziness & Balance Disorders Clinic associated with the Audiology program.

The Department has 20 tenured or tenure-track faculty, 7 professors of practice, 9 lecturers and 4 assistant research professors. In the fall of 2009 there were 109 Master's students and 40 Ph.D. or Au.D. students. In 2008 there were 33 M.A. graduates and 52 B.A. /B.S. graduates.

The Department offers academic programs in Speech-Language Pathology, Audiology and Special Education and offers the following degrees:

B.A in Special Education.

B.S. Speech-Language Pathology

M.A. and M.Ed. in Special Education

M.S. in Speech-Language Pathology and Audiology

Ed.S in Special Education and Communication Disorders

Ph.D. in Educational Studies with a Specialization in Special Education

Ph.D. in Human Sciences with a Specialization in Communication Disorders

Au.D. in Audiology

## **Research & Special Projects - Professional Centers**

Research is an important element of the department. The diversity of research conducted provides the students enrolled in the Special Education and Communication Disorders programs an opportunity to enrich their educational experience. Students are encouraged to work with faculty on projects as well as to pursue their own research under faculty supervision and guidance. The Ph.D. degrees focus on preparation of students with a strong research interest.

### **Research and Special Projects at the Barkley Memorial Center include:**

- Barkley Center Autism Spectrum Disorders (ASD) Project
- Speech Production Lab
- The Center for At-Risk Children's Services
- The Fluency Center
- Augmentative and Alternative Communication Center
- Project Re-Entry: Preparing Speech-Language Pathologists to Serve Students with Traumatic Brain Injury
- Project RTI: Building Capacity Together to Implement Response to Intervention

### **Faculty Research:**

Current faculty research interests include: Audiology and Pediatric Audiology, Visual Literacy, American Sign Language, Deaf Culture, Aural Rehabilitation, Otoacoustic Emissions, Evoked Potentials, Amplification and Pediatric Amplification, Cochlear Implants, Acquired Neurogenic Communication Disorders, Traumatic Brain Injury, Dysarthria, Augmentative and Alternative Communication, Language Disorders and their relationship to Literacy, Early Literacy Intervention Programs, Visual Literacy, Reading Acquisition and Disorders, Dyslexia, Strategy Instruction, Instructional Interactions, Alternative Teaching Methods, Education Policy and Systems, Change, Role of State Education Agencies, Home and School Collaboration, Classroom Interventions, School Management, Communication Skills of Female Juvenile Delinquents, Attention Deficit Disorders, Autism Spectrum Disorders, Adaptive Computer Technology, School Violence and Discipline, Emotional and Behavioral Disorders, Students with Disabilities, Learning Disabilities, Academically At-Risk Students, Developmental, Cognitive and Academic Assessment, Functional Assessment, Assessment and Intervention, Transition Models for Adjudicated Youth with Disabilities, Adolescent and Adult Language and Learning Disabilities, Communication Development of Children, Preschool Language Disorders, Developmental Apraxia of Speech, Phonological and Motor Speech Disorders, Speech Sound Disorders, Speech Perception, Otomotor Skill Development, Anatomy and Physiology of Speech and Hearing Mechanisms, Craniofacial Disorders, Cleft Palate, Quantification of Speech Motor Performance, Stuttering and Fluency Disorders, Balance, Vestibular Disorders and Rehabilitation.

**Undergraduate Coursework:**

Subject matter of courses in Special Education (some of which are cross listed with graduate courses listed below) include: Assessment techniques for diverse learners, Behavior management, Instructional methods for students with diverse needs, Collaborative practices, Advanced interventions for individuals, Early childhood special education, Characteristics of exceptional people, Accommodating exceptional learners in the elementary and secondary classrooms, Reading and writing disabilities, Teaching students with disabilities in elementary and secondary, Career education for special needs students.

Subject matter of courses supporting study in Speech-Language Pathology and Audiology (some of which are cross listed with graduate coursework listed below) include: American Sign Language, Brain and human communication, Descriptive phonetics and normal speech development, Normal language development, Audiology, Anatomy and physiology of the speech and hearing mechanisms, Speech and hearing science, Language acquisition and disorders, Speech sound disorders, Aural rehabilitation, Augmentative and alternative communication, Linguistics needs of bilingual and culturally different students.

**Graduate Coursework:**

Subject matters of courses supporting study in Communication Disorders include: Language development in preschool, children and youth, Speech sound disorders, Voice disorders and rehabilitation, Medical aspects of audiology, Language and speech disorders, Speech physiology, Motor speech disorders, Aphasia, Speech perception and processing, Speech and language development of the hearing impaired, Aural rehabilitation, Education of the hearing impaired, Psychological and social implications of deafness, Early childhood education for the hearing impaired, Language and learning disorders, Cleft palate, Swallowing disorders, Fluency disorders, Language disorders in special populations, Linguistic needs of bilingual and culturally different students, Neurological foundations of speech and language, Augmentative and alternative communication, Audiology, Experimental phonetics, Psychoacoustics, Auditory assessment of infants and children, Genetics of hearing loss, Hearing conservation and industrial audiology, Implantable prosthetics, Sensory technology and rehabilitation for the hearing impaired, Auditory signal processing, Speech acoustics, Physiological acoustics, Electrophysiology, Electrophysiological assessment of hearing, Mental retardation, Traumatic brain injury, Vestibular assessment.

Graduate students in the area of Special Education may choose from the following areas of study:

- **Autism and Severe Disabilities**
- **Deaf and Hard of Hearing Education**
- **Early Childhood Special Education**
- **Severe Disabilities**
- **Visual Impairments**
- **Education of Students with Mild/Moderate Disabilities**

Subject matter of courses supporting study in Special Education include: Characteristics of exceptional persons, Accommodating exceptional learning in elementary and secondary classroom, Assessment techniques, Effective instruction for learners with special needs, Managing challenging behavior, Reading

and writing disabilities, Autism spectrum disorders, Special vocational needs, Career education for special needs students, Emotional and behavioral disorders, Visual impairments, Supervision and administration of special education, Special education law, Issues in early special education, Medically fragile infants, Psychology and sociology of deafness, Teaching subject matter content to persons who are deaf and/or hard of hearing, Education of students with intellectual and developmental disabilities, Teaching methods for students with intellectual and severe disabilities, Specialized instruction for students with severe and multiple disabilities, Cognitive strategy instruction, Strategic approaches to emotional and behavioral disorders (EBD), Family –centered services for children with disabilities, Assessment of students with severe, sensory and developmental disabilities, Functional assessment and behavioral support for students with severe developmental disabilities.

The Department is actively involved in offering distance education courses. Approximately 40 courses have been developed for distance delivery.

There are two ACE (Achievement Centered Education) Courses offered by the department:

- Introduction to Special Education
- Brain and Human Communication

The Department is accredited by the Council of Academic Accreditation in Speech-Language-Pathology and Audiology for the graduate programs in Communication Disorders. The Special Education programs are accredited by the National Council on Teacher Education and the Nebraska Department of Education.

The Speech-Language Pathology program and the Special Education program are considered prestigious programs and are highly regarded at the national level and ranked in the top 8% to comparable programs. Other areas in the department also have a very strong reputation and compare very well to other similar programs.

## **II. GEOGRAPHICAL COVERAGE**

The primary emphasis is North America with some interest in Europe, Asia, and Australia.

## **III. CHRONOLOGICAL COVERAGE**

The main emphasis is on 1940 to the present. Materials of a historical nature are selectively purchased as funds allow or when gaps in the collection are discovered.

## **IV. IMPRINT DATE**

Emphasis is on current material.

## **V. FORMAT/TYPE AND LEVEL OF MATERIALS**

Most materials acquired are monographs, journals, serials, and reference works. Generally, journals are preferred in electronic format over print, when available. Appropriate proceedings and symposia are also acquired, with special emphasis on professional organizations, especially from those mentioned under Special Factors (see below).

## **VI. LANGUAGES**

English is the preferred language at all levels of intensity. Literature in other languages is acquired upon request

## **VII. ELECTRONIC DATABASES**

The University Libraries has acquired several electronic databases, formerly only available as print indexes, to support the study of special education and communication disorders and related areas. The primary databases and electronic resources are: ERIC, Medline, PsycINFO, Web of Science, Tests in Print, Mental Measurements Yearbook, Academic Search Premier, and the full-text collections of JSTOR, PsycArticles, and the Sage collections in education and sociology.

## **VII. LIBRARY COLLECTIONS**

Publications of the following societies are collected: American Speech-Language-Hearing Association, American Association on Intellectual and Developmental Disabilities (formerly AAMR), Council for Exceptional Children, and similar associations and organizations associated with the areas of study in the department.

The materials in the University Libraries' collection that support the courses and research for the Department are generally housed at the C.Y. Thompson Library (CYT) on the East Campus of the University. However, because of the department's broad areas of study, the CYT collection is heavily dependent upon the collections of several other departments to support the full scope and range of needs. Therefore, a significant amount of material used by the department is housed at Love Library on the Main Campus of the University.

Other collection development policies that support the teaching and research of the Department of Special Education and Communication Disorders include: Teaching, Learning and Teacher Education, Child Youth & Family Studies, Educational Psychology, Psychology, English, Communication Studies, Sociology, and the Colleges of Law, Music, Dentistry, and Engineering.

## **VIII. CLASSIFICATION AND INTENSITY LISTING**

(The following are listed by LC Class, Subject, and then by Intensity Level)

BF176-176.5 Psychological Tests and Testing BASIC

BF241-245 Sensation. Vision and Visual Perception STUDY

BF 251-251.5 Sensation. Hearing and Auditory Perception RESEARCH

BF323 Listening and Noise BASIC

BF370-395 Disorders of the Memory. Sound STUDY

BF 432-433 Intelligence, Mental Ability, Deafness, etc. RESEARCH

BF455-463 Psycholinguistics. STUDY

BF720-723 Auditory Perception, Speech Perception. RESEARCH  
HV 888-907;Handicapped children. RESEARCH  
HV 1571-2349 Blind (including deaf and blind) STUDY  
HV 2350-2990 Deaf (includes deaf mutes and sign language) RESEARCH  
HV 3004-3009 Mentally handicapped. Developmentally disabled RESEARCH  
KF4209-KF4210 Special Education Law BASIC  
LB 1139 Child study. Related special topics RESEARCH  
LB 1524 Speech education (Primary grades) STUDY  
LB 1572 Speech education (Elementary grades) STUDY  
LB 3453-3454 Defective hearing and speech RESEARCH  
LC 3950-4100 Education of gifted and handicapped children RESEARCH  
LC 4201-4580 Education of physically handicapped children STUDY  
LC 4600-4803 Education of mentally handicapped children RESEARCH  
LC 4812-4824 Education of handicapped adults BASIC  
P117 Sign Language STUDY  
P118 Language Acquisition STUDY  
QC221-246 Acoustics. Sound. BASIC  
QH431 Human Genetics – Fragile X Syndrome, Down Syndrome, etc. STUDY  
QM 251-265 Organs of respiration and voice RESEARCH  
QM 507 Ear RESEARCH  
QP 306 Voice and speech. Larynx RESEARCH  
QP399 Brain. Language. Speech RESEARCH  
QP 460-471 Hearing. Physiological acoustics. Cochlea. RESEARCH  
RA772 Noise and Hearing RESEARCH  
RC394 – Neurology, Speech Disorders. Dyslexia. RESEARCH

RC 423-428 Speech disorders. Stuttering. Articulation Disorders. Aphasia. RESEARCH

RC429 Communication Disorders, Augmentative Communication. RESEARCH

RC451.4 Psychiatry. Deaf. RESEARCH

RC553 Autism RESEARCH

RC569.7-571 Mental Retardation, Developmental Disabilities RESEARCH

RC815-815.6 ;Diseases of the mouth, tongue. BASIC

RC964-965 Industrial Medicine. Hearing. Noise. STUDY

RD525 Surgery by Region. Cleft Palate. BASIC

RE91 Ophthalmology. Eye Diseases. Visual Impairment. BASIC

RF110-127 Otology. Diseases of the Ear. STUDY

RF 286-320 Audiology. Hearing disorders. Deafness. Cochlear Implants. RESEARCH

RF460-547 Laryngology. Diseases of the throat (not surgery) STUDY

RG580 Gynecology and Obstetrics. Pregnancy. (selected) BASIC

RG629 Gynecology and Obstetrics. Embryo and fetus. (selected) BASIC

RJ47 Pediatrics. Syndromes. (selected) BASIC

RJ53 Pediatrics. Therapeutics. (selected) BASIC

RJ250 Premature Infants BASIC

RJ486-507 Pediatrics. Diseases & Therapies. Dyslexia, Aphasia, Brain Dam      Communication  
Disorders, Stuttering, Behavioral and Emotional Disorders, Autism, etc. RESEARCH

RM666 Therapeutics. (selected) BASIC

RM735 Occupational Therapy. Rehabilitation STUDY

RM930-931 Rehabilitation Therapy STUDY

RM950 Rehabilitation Technology BASIC